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ABSTRACT

This document provides supplemental assessment information to "Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12." The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is fair game for the new statewide assessment in 5th and 9th grades in health and physical education. Teachers attending nine regional meetings were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Section 1 focuses on Functions and Interrelationships of Systems (body systems and social systems). Section 2 focuses on Health Maintenance and Enhancement (personal and family health, nutrition principles and practices, consumer health, and life management skills). Section 3 focuses on Risk Assessment and Reduction (disease prevention and control; injury prevention and safety; tobacco, alcohol and other drugs; and environmental health). Section 4 discusses Efficiency of Human Movement and Performance (fundamental movement skills and games, sport skills and lifetime activities, rhythms and dance, and principles of human movement). Section 5 discusses Physical Activity and Lifetime Wellness (personal fitness/wellness, responsible personal and social behavior in physical activity settings, and injury prevention/treatment and rehabilitation). (SM)

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Assessment Annotations for the Curriculum Frameworks

ED 431 723

Health Education and Physical Education (Healthy, Active Living) Grades 5 and 9

SP038583

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Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

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HEALTH AND PHYSICAL EDUCATION ASSESSMENT ANNOTATIONS

For the Health and Physical Education Curriculum Frameworks

This document provides supplemental assessment information to *Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12*. The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is "fair game" for the new statewide assessment in 5th and 9th grades in health and physical education.

Teachers attending nine regional meetings in August were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed for K-4, 5-8 and 9-12 grade ranges and the state assessment will be given at grades 5 and 9, teachers worked as an elementary group and as a secondary group. The elementary group reviewed both the K-4 and 5-8 sections of the curriculum frameworks to determine appropriate content for the 5th grade state assessment. The secondary group reviewed the 5-8 and 9-12 sections of the curriculum frameworks to determine appropriate content for the 9th grade state assessment.

Please note that content from the 5-8 section is often listed as being assessed at both the 5th and 9th grade level with the understanding that the questions will be more challenging and will require students to use higher order thinking skills on the 9th grade assessment.

Please note that **not all** of the content identified as state assessment will be included on the test in any given year. The number of test items developed to assess health and physical education content and processes may vary from year to year.

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS---ASSESSMENT NOTES

A. Body Systems
B. Social Systems

K-12 Content Overview

Human beings depend upon systems in order to function. A system can be defined as a group of related parts that form a whole. Human systems include not only the complex, integrated processes of the mind and body but also systems of social interactions. Together these systems either strengthen or diminish one's physical, social, mental and emotional well-being.

Body systems are interrelated but they also have distinct functions of their own. Therefore, behaviors and habits which promote appropriate development of every system are crucial to the health of the entire organism (body). The study of body systems includes the structure, function and interrelationships of systems and factors that affect their functioning.

Social systems includes relationships among peers, friendships, families and the community. Within these social systems are networking agencies and controls that strengthen, promote, or protect individual, family and community health. In order to function well within social systems, individuals need to be able to understand their own feelings and those of others. Social and communication skills also can enhance one's ability to function well within social systems. These include the ability to express one's self in a variety of situations, interpreting communication from others and representing thoughts and ideas while taking into consideration other viewpoints. A "health literate" individual also needs to realize that a variety of cultures co-exist within our country and that ethnic and multi-cultural traditions and beliefs can provide unique and challenging perspectives to one's study of social systems.

The content in this strand has not been included in the Science Framework, but districts might choose to teach it as part of a science unit or course.

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. The ability to live, work and play depends upon the healthy functioning of body systems. (HP 1)	a. organize data, information and ideas about the structure and function of the body systems into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8)	1. Grade 5 Local Assessment a. Grade 5 State Assessment
2. Daily activities can affect body system functioning. (HP 2)	a. evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)	2. Grade 5 Local Assessment a. Grade5 State Assessment
3. The skeletal/muscular, cardiovascular, respiratory, urinary, digestive systems and nervous system have basic structures and functions that enable humans to live and perform a variety of tasks. (HP 1)	a. identify and describe the basic structure and functions of the circulatory, respiratory, urinary, skeletal/muscular, digestive, and nervous system (1.10; 2.1)	3. Grade 5 State Assessment a. Grade 5 State Assessment
4. The skeletal system provides a framework for the body. It protects internal organs, aids in movement and plays a role in blood cell formation. (HP 1)	a. compose written communications for parents and students regarding the body systems, their structure and functions for parents and other students (2.1)	4. Grade 5 State Assessment a. Grade 5 Local Assessment
5. The muscular system provides humans with the ability to move and perform a variety of physical tasks. Specialized muscles help humans breathe, digest food, eliminate wastes and circulate blood. (HP 1)	a. design and conduct field and laboratory inquiries by using the five senses to gather information; make observations; organize data; predict, summarize and draw conclusions about one's personal and social environment (1.3)	5. Grade 5 State Assessment a. Grade 5 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
6. The cardiovascular system includes the heart and blood vessels. The heart pumps blood to all body cells. The blood delivers oxygen and nutrients and removes carbon dioxide and other waste materials. (HP 1)		6. Grade 5 State Assessment
7. The respiratory system, which includes the air passage ways and lungs, takes in oxygen from the air, delivers it to the blood through the capillaries, and removes carbon dioxide from the blood. (HP 1)		7. Grade 5 State Assessment
8. The urinary system is part of the excretory system. It includes the kidneys, ureters, bladder and urethra. The urinary system filters waste from the blood and removes excess water. (HP 1)		8. Grade 5 State Assessment
9. The digestive system processes food into a form the body can use for growth and internal functioning. It also removes solid waste from the body. (HP 1)		9. Grade 5 State Assessment
10. The human brain is part of the nervous system. The brain is important for all thought processes and for feelings, coordination and balance. The brain also monitors internal functioning including breathing and heart rate. (HP 1)	a. design and conduct introductory laboratory investigations regarding body system functions, e.g., heart rate and physical activity, strength of bones, volume of exhaled air, the effect of digestion on food, etc. (1.3)	10. Grade 5 State Assessment a. Grade 5 Local Assessment

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Social systems include functions and characteristics of the family, friends and peer relationships. (SS 6)	a. evaluate characteristics of a healthy community and environment (1.6)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
2. Family, friends and peers can have a positive or negative influence on one's well-being. (HP 2)	a. describe characteristics needed to be a responsible friend and family member (4.3)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Individuals have unique needs, strengths, abilities and responsibilities within culturally diverse social systems. (HP 2)	a. identify and discuss the effects of human actions toward people with different abilities and toward people with different ethnic and cultural backgrounds (2.3; 4.3) b. analyze the duties and responsibilities needed to be a contributing member of a social community (4.3)	3. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment
4. There are agencies such as the Department of Health, the fire department, police department, etc., that work to improve or maintain the health of the community. (SS 6)	a. identify appropriate health professionals who can provide assistance for specific health issues or problems (3.2)	4. Grade 5 State Assessment a. Grade 5 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
5. A component of effective communication is the ability to express needs, wants and feelings in health-enhancing ways. (HP 2)	a. identify confusing, difficult or threatening situations that may require the assistance of a trusted adult (3.1)	5. Grade 5 State Assessment a. Grade 5 State Assessment
	b. identify appropriate ways to express needs, wants and feelings in a variety of situations (2.1)	b. Grade 5 State Assessment
	c. demonstrate ways to communicate care, consideration and respect of self and others (4.7)	c. Grade 5 Local Assessment
6. Effective communication includes verbal and non-verbal skills such as organizing thoughts, attentive listening, speaking clearly, interpreting non-verbal cues and avoiding put-downs. (CA 6)	a. use effective communication skills in the classroom and in simulated social situations (2.3)	6. Grade 5 Local Assessment a. Grade 5 Local Assessment
	b. discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)	b. Grade 5 Local Assessment

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Human body systems do not exist in isolation. Their optimal functioning depends upon their interdependence. When system failure occurs in one, it ultimately causes problems for other body systems. (HP 1)	a. apply knowledge of system interrelationships to predict health problems that could occur as a result of dysfunction (1.6; 1.10)	1. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
2. The endocrine system is a system of ductless glands that secrete hormones into the blood. These hormones regulate many vital body functions, including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal) and energy, metabolism (thyroid). (HP 1)	a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. The nervous system includes the brain, nerves and spinal cord. It is the communication center for the body, sending and receiving messages, regulating body functions and serving as the control center for the five senses and for emotions, speech, coordination, balance, and learning. Learning is influenced by the brain's short- term and long-term memory as well as learning styles and the environment. (HP 1)	a. analyze how learning is influenced by memory, environment, learning styles and strategies (1.2)	3. Grade 9 State Assessment a. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
4. The immune system is the body's defense team. It provides the body several lines of defense in order to fight infections and to build resistance to disease. (HP 1)	a. conduct research to answer questions and evaluate information about the immune system (1.2)	4. Grade 5 State Assessment Grade 9 State Assessment a. Grade 9 Local Assessment
5. The reproductive system includes male and female organs that release specific hormones responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization. (HP 1)	a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)	5. Grade 9 State Assessment a. Grade 9 State Assessment (Change "research" to "identify" for state assessment)
6. Humans follow a predictable pattern and sequence of reproduction, growth and development. (HP 1)	a. use a variety of resources and technologies in order to describe the structure, function and interactions of the endocrine, reproductive, nervous and immune systems (1.4)	6. Grade 9 State Assessment a. Grade 9 State Assessment
7. Fetal development and birth follow a sequential process. (HP 1)	a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)	7. Grade 9 State Assessment a. Grade 9 State Assessment

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Relationships with peers can include both negative peer pressure and positive peer support. (HP 2)	a. differentiate between negative peer pressure and positive peer support when making informed and responsible decisions (4.1)	1. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment
2. Family, friends and culture can influence personal health practices. (HP 2)	a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)	2. Grade 9 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
3. There are cooperative and social skills that facilitate working in group situations. (HP 2)	a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)	3. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 State Assessment
4. All individuals have unique needs that should be considered in order to provide maximal opportunities to lead a healthy, productive life. (HP 2)	a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)	4. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
5. Defense mechanisms are learned behaviors that can be both constructive or destructive as a means for handling emotions. (HP 2)	a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)	5. Grade 9 State Assessment a. Grade 9 State Assessment
	b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)	b. Grade 9 State Assessment
6. Individuals have responsibilities within culturally diverse social systems. (SS 6)	a. analyze cultural influences on personal health practices and decisions (4.1)	6. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 Local Assessment
7. Community networks and government agencies protect and promote individual and community health. (SS 6)	a. select appropriate resources in the community to determine their role in prevention and treatment of health related problems, (i.e., American Cancer Society, March of Dimes, American Heart Association, etc.) (1.7; 3.4; 3.7)	7. Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 Local Assessment
	b. examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible, e.g., recycling efforts, pollution controls, etc. (3.6; 4.6)	b. Grade 5 Local Assessment Grade 9 Local Assessment
8. Communication skills needed to foster healthy relationships with peers, adults and members of the community include demonstrating care, consideration and respect of self and others; managing feelings caused by disappointment, stress, separation or loss; and recognizing barriers to effective communication. (HP 2)	a. exchange information and ideas while recognizing the perspective of others (4.1)	8. Grade 9 State Assessment a. Grade 9 Local Assessment

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Personal health behaviors can have both short and long term consequences on the functioning of human body systems. (HP 2)	a. determine the impact both history and current practices have on the development of a healthy body (1.10)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. The use of the scientific method and problem-solving helps individuals to examine system functions and disease formation. (HP 1, 3)	a. recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems (3.1; 3.2)	2. Grade 9 State Assessment a. Grade 9 State Assessment- eliminate the 2nd sentence for state assessment.
3. Media, culture, technology and medical research impact and influence current health knowledge, behavior and practices. (HP 6)	a. design and conduct laboratory inquiries to test hypotheses and to form conclusions about body functions (1.3)	3. Grade 9 Local Assessment Grade 9 Local Assessment
4. The study of genetics can help individuals to determine dominant and recessive traits and to understand the impact heredity has on system functions and disease formation. (HP 1)	a. conduct research to answer questions regarding dominant and recessive traits to determine inherited characteristics (1.2) b. evaluate information, ideas and arguments regarding current technological health advances and research to determine one's perspective regarding a health care issue, e.g., gene testing, organ transplants, etc. Evaluate the results considering such issues as ethics (1.6; 3.8)	4. Grade 9 Local Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment

I. FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. As individuals mature, the dynamics of relationships with family, group and the community become more complex and more important for well-being and stability in the world of work. (HP 2)	a. evaluate factors that impact personal and family health including heredity, lifestyles, economics and health care access (1.6; 3.1)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
2. The rights of both individuals and the communities need to be considered when making societal health decisions. (HP 2)	a. evaluate the extent to which strategies such as shared decision-making, collaboration and consensus building enhance group dynamics (3.7)	2. Grade 9 State Assessment a. Grade 9 Local Assessment
3. Barriers exist that inhibit individuals from leading independent, healthy and productive lives. (HP 2)	a. propose solutions to reduce the barriers that prevent individuals from leading healthy productive lives (3.6)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. An understanding of the health care system includes how it functions, how to access it, how to use it to plan for future health security. (SS 6)	a. select and identify appropriate strategies to solve problems related to health care systems, considering such issues as cost of experimental drugs, medical ethics, access issues. Verify whether or not a solution addresses the problem to which it was applied (3.6; 3.8)	4. Grade 9 State Assessment a. Grade 9 State Assessment
5. Many careers exist in health-related professions. (SS 6)	a. identify for educational and job opportunities in health and fitness related careers (4.8)	5. Grade 9 State Assessment a. Grade 9 State Assessment
6. Defense mechanisms are learned behaviors that can be both constructive or destructive in handling emotions. (HP 2)	a. distinguish between constructive and destructive ways to deal with problems and emotions (3.1; 3.5)	6. Grade 9 State Assessment a. Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT---ASSESSMENT NOTES

A. Personal and Family Health
B. Nutrition Principles and Practices
C. Consumer Health
D. Life Management Skills

K-12 Content Overview

Health literacy includes not only an understanding of how the body functions but also behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health. Health maintenance and enhancement requires diligence and continuous effort but, it is an investment that produces many benefits.

Personal and family health involves learning to take care of one's physical self, including physical activity, weight management, personal health habits and hygiene. Personal health practices are not static; they involve changes and adaptation as one progresses through the human life cycle. Family interaction and health practices also influence individual health. Regardless of the family structure, students should understand health concerns and issues for all family members who may be at various stages of the human life cycle. As the student progresses through the life cycle, his/her health needs change, prompting the need for accurate information and responsible decision making.

The link between nutrition and health is well documented. The study of nutrition provides students with the knowledge and skills needed to make healthy food choices throughout their lives. It also provides students and their families with the opportunity to see the relationship between nutritional habits, health status, and maximum physical and academic achievement.

Personal and family health choices can be greatly influenced by advertising and the media. Therefore, consumer health skills are essential for analyzing the different fads and myths surrounding health issues and for avoiding fraudulent health information, products and services. Consumer health includes understanding how advertising can influence decisions regarding health products and services. Costs, benefits and claims of health information, products and services can be investigated to determine their validity, reliability and effectiveness. Knowing when to seek health care and the impact technology has on overall health are important consumer issues to be addressed.

Maintaining and enhancing one's health also includes learning life management skills which can help students lead healthy, productive lives. Personal goal setting, the process of decision making and refusal, assertive and conflict mediation are skills that can help them plan for their future, make reasoned and informed choices and deal with pressures, stress or controversy.

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Personal health is enhanced by behaviors that include care of skin, hair, teeth, gums, eyes, nose, ears and nails. (HP 2)	a. identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. Regular physical activity, adequate sleep and balanced nutrition contributes to health maintenance and enhancement. (HP 2)	a. apply knowledge about physical activity and care of the body to daily personal health habits (1.10) b. using a variety of hands-on resources, literature and discussion, identify teeth and their functions in eating, speaking and appearance (1.4)	2. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment
3. Preventive care enhances personal health and assists in early detection and treatment of health problems, e.g., regular health and dental check-ups, immunizations, etc. (HP 3)	a. identify why preventive physical and dental exams are important for health maintenance (4.7)	3. Grade 5 State Assessment a. Grade 5 State Assessment 4. Grade 5 Local Assessment
4. All organisms grow and change throughout life. (HP 1)	a. identify and sequence the stages of the human life cycle, e.g., infant, toddler, pre-school, school-age, etc. (1.6)	a. Grade 5 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Basic principles of nutrition (food sources, the food pyramid and essential nutrients) are necessary for an understanding of how nutrition and health are interrelated. (HP 2)	a. identify, locate and select information about the sources and basic functions of the six essential nutrients (1.6) b. categorize foods into the appropriate group on the food pyramid based on primary nutrient content (1.10)	1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment
2. Balance, variety and moderation in the diet will enhance and promote health. (HP 2)	a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.7)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Food provides energy for the human body to work, grow and perform daily routines. (HP 1, 2)	a. describe the relationship between food intake and energy/activity levels (1.6)	3. Grade 5 State Assessment a. Grade 5 State Assessment
4. Food choices are influenced by availability, family preferences, and culture, e.g., nationality, religion, heritage. (HP 2)	a. describe the relationship of family preferences and culture to one's food choices (1.7; 1.10)	4. Grade 5 State Assessment a. Grade 5 State Assessment

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II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. The media can influence one's health habits and decisions, e.g., persuasive advertising techniques. (HP 6)	a. interpret how the media can influence a consumer's decisions regarding health practices and products (1.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. Reading labels can help consumers make decisions about product selections. (HP 2, 6)	a. interpret labels in order to make decisions about product selections (1.5, 4.1)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Health literacy includes the ability to understand how communication techniques used through a variety of media can influence health decision and practices. (HP 6)	a. use technological tools to exchange information and ideas (2.7)	3. Grade 5 State Assessment a. Grade 5 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Basic life management includes skills in decision making, problem solving, goal setting, refusal and stress management. (HP 2)	a. develop and record short term goals regarding personal health and/or fitness, (e.g., brush teeth twice a day for the next two weeks, walk for fifteen minutes three times a week after school), monitor progress and evaluate (4.5) b. identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1) c. apply basic conflict resolution strategies to solve or prevent problems (3.2) d. demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)	1. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 State Assessment c. Grade 5 State Assessment d. Grade 5 Local Assessment Also State Assessment using verb "identify" instead of demonstrate

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. There are seven behaviors that if performed regularly can contribute to a healthy lifestyle. They include eating breakfast every day, refraining from smoking, sleeping six to eight hours each night, maintaining normal weight, exercising regularly, and refraining from drinking alcoholic beverages. (HP 2, 5)	a. analyze the relationship between behaviors and health (1.7)	1. Grade 5 State Assessment Grade 9 State Assessment
	b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)	a. Grade 5 State Assessment Grade 9 State Assessment
		b. Grade 5 Local Assessment Grade 9 Local Assessment
2. Rapid changes in physical, social, emotional and intellectual growth contribute to adolescent health concerns. Understanding and learning ways to manage these changes can ease the transition into adulthood. (HP 1, 2)	a. identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7)	2. Grade 5 State Assessment Grade 9 State assessment
		a. Grade 5 State Assessment Grade 9 State Assessment
3. Human growth and development is influenced by heredity, family and environment. (HP 1)	a. identify ways in which one can alter, enhance or adapt to influences on growth and development. (4.7)	3. Grade 5 Local Assessment Grade 9 State Assessment
		a. Grade 5 Local Assessment Grade 9 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Fats provide the body with a stored form of energy, warmth and insulation for body organs. Carbohydrates provide the body with an immediate source of energy. Protein helps the body grow, makes muscles strong and repairs body tissues. Vitamins and minerals provide energy and help the body perform many functions including fighting infections, making strong bones and teeth, etc. (HP 2, 3)	a. conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4) b. identify food sources that supply each of the essential nutrients (1.10)	1. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 Local Assessment b. Grade 5 State Assessment Grade 9 State assessment
2. Nutrients are used by the body for energy, growth, repair, and cellular needs. (HP 1, 2)	a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7) b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16)	2. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 State assessment b. Grade 5 Local Assessment Grade 9 State Assessment
3. The food pyramid is a graphic representation of one's daily nutrient needs and the food groupings that can provide them. (HP 2)	a. organize foods into groups with similar nutrient composition. (1.5)	3. Grade 5 State Assessment (Should be mastered by 5th grade) a. Grade 5 State Assessment (Should be mastered by 5th grade)
4. Nutrient needs change as one grows. (HP 2)	a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.2)	4. Grade 5 State Assessment Grade 9 State assessment a. Grade 5 Local Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
5. Balance, moderation and variety are important concepts to be considered when making food choices. (HP 2)	a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	5. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
6. Food choices are influenced by one's culture, family, emotions, and by peers and the media. (HP 2)	a. evaluate factors which influence food choices and their impact on nutrition and health (4.4)	6. Grade 5 Local Assessment Grade 9 State Assessment
7. Food choices and concerns regarding body image affect body composition and optimal health. (HP 2)	a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)	7. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
8. Food labels can be analyzed to determine calories and nutrients in a product plus serving size, types of ingredients and nutritional value. (HP 2, 6)	a. analyze food labeling information to determine calories, nutrients and serving size in a product. (1.2)	8. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Consumers have the following rights to protect themselves from false health claims: * right to safety; * right to choose; * right to be informed; * right to be heard; * right to have problems corrected; and * right to consumer education. (HP 6)	a. identify agencies that provide consumer protection service (1.9) b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	1. Grade 5 Local Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 Local Assessment b. Grade 5 State Assessment Grade 9 State Assessment
2. Consumer issues including fads, quackery and advertising can influence health behaviors and practices. (HP 6)	a. develop strategies to solve consumer health problems (3.2; 3.3)	2. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 Local Assessment Grade 9 State Assessment
3. Advertising techniques influence consumer decisions. (HP 6)	a. use critical thinking skills to analyze marketing and advertising techniques. (4.4)	3. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment

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II. HEALTH MAINTENANCE AND ENHANCEMENT
D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2, 5)	a. apply the decision-making process to adolescent health issues (4.1)	1. Grade 5 State Assessment Grade 9 State Assessment
	b. evaluate the process used in solving problems and verify whether or not the solution addresses the problem to which it was applied (3.4; 3.7)	a. Grade 5 State assessment Grade 9 state Assessment
	c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)	b. Grade 5 State Assessment Grade 9 State Assessment
	d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)	c. Grade 5 Local Assessment Grade 9 Local Assessment
	e. apply stress management skills to reduce stress-related problems. (3.2, 3.3)	d. Grade 5 State Assessment Grade 9 State Assessment
	f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2, 3.3)	e. Grade 5 Local Assessment Grade 9 Local Assessment
		f. Grade 5 State Assessment Grade 9 State Assessment
2. Health-related career opportunities exist in areas of education, primary prevention and tertiary care, e.g., medical engineer, exercise physiologist, sports therapist, nurse, physician, dietitian, etc. (HP 6)	a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.7)	2. Grade 5 State Assessment Grade 9 State Assessment
		a. Grade 5 Local Assessment Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Different forms of exercise and physical activity provide health or skill-related benefits. (HP 4)	a. assess exercise programs and activities to determine if they meet the criteria for health- or skill-related fitness (1.2)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. Health-related fitness components include body composition, muscular strength and endurance, flexibility and cardiovascular fitness. (HP 4)	a. design strategies for improving and monitoring health-related fitness (4.5)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Skill-related fitness components include power, speed, reaction time, balance, coordination and agility. (HP 4)	a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Regular exercise has both physiological and psychological benefits. (HP 4)	a. make reasoned and informed decisions regarding a personal fitness program (4.1)	4. Grade 9 State Assessment a. Grade 9 State Assessment
5. Relationships contribute to social, physical, emotional and intellectual health. (HP 2)	a. evaluate the factors that influence relationships and the impact that relationships have on oneself and others, e.g., friendships, dating, marriage (1.6) b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1.1)	5. Grade 9 state Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
6. Individuals grow, change and adapt throughout the human life-cycle. (HP 1, 2)	a. develop strategies to deal with health related issues common to each stage of the human life cycle (3.5)	6. Grade 9 Local Assessment a. Grade 9 State Assessment
7. Teen parenting and pregnancy should be examined from the personal, family and societal perspectives. (HP 5)	a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3) b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)	7. Grade 9 Local Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment
8. Many factors must be considered in family planning, e.g., physical and emotional maturity, religious and cultural beliefs, risks and benefits of conception control, etc. (HP 1, 5)	a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7) b. evaluate information about methods of contraception, including abstinence. (1.6)	8. Grade 9 Local Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Food can be analyzed to determine its nutritional content. (HP 2)	a. use a variety of resources and technology, to calculate and analyze the nutritional content of foods (3.1, 3.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. Key nutrients perform specific functions and influence body compositions. (HP 2)	b. use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body systems and body composition (1.4)	2. Grade 9 State Assessment a. Grade 9 Local Assessment
3. A well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain diseases. (HP 2, 3)	a. explain the relationship between nutrients and disease prevention (2.2; 2.4)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Factors that influence a safe food supply include regulatory agencies, food handling and production, food storage, techniques, pesticides, additives, etc. (HP 2)	a. investigate and explain the factors that influence a safe food supply (1.10)	4. Grade 9 State Assessment a. Grade 9 Local Assessment
5. There is a direct relationship between diet and exercise. A nutritional diet enhances one's fitness capability. To lose weight an individual needs to eat less and exercise more. (HP 2)	a. plan a diet and fitness program based on the relationship between food intake and exercises in weight management and activity (4.5)	5. Grade 9 State Assessment a. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
6. Nutrient needs change throughout the life cycle. (HP 2)	a. assess how nutritional needs change throughout the life cycle. (1.6)	6. Grade 9 Local Assessment a. Grade 9 Local Assessment
7. Dietary choices can be influenced by their culture, life-style, media and advertising. (HP 2, 6)	a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising. (4.7)	7. Grade 9 Local Assessment a. Grade 9 Local Assessment
8. Food labels can be analyzed to determine the nutrient quality of the food and to make wise food choices. (HP 2, 6)	a. analyze food labels to interpret the nutrient information (1.2)	8. Grade 9 State Assessment a. Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. An informed consumer knows how to analyze health information, services and products to remain current with technological advances that could impact consumer decisions. (HP 6)	a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4.1) b. evaluate the reliability of health services, products and information (1.6)	1. Grade 9 Local Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
2. The media can influence a consumer's perception of body image and can impact health decisions. (HP 6)	a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Some advertising is designed to appeal to the emotions of consumers and may contribute to unhealthy behaviors. (HP 6)	a. analyze health claims made by the media to determine their impact on personal and family health (1.1)	3. Grade 9 State Assessment a. Grade 9 Local Assessment

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II. HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Life management skills can help young adults in planning for their future and addressing personal and social concerns that are part of daily living such as learning to manage time and stress, deal with conflicts, work collaboratively, make reasoned and informed decisions and set goals. (HP 7)	a. identify common stressors and develop strategies to address the stressor. Then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7) b. identify and apply practices that preserve and enhance the safety and health of others (4.7)	1. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 State Assessment
2. Opportunities to explore health/fitness careers can help students determine interests, opportunity and academic preparation necessary for these careers. (HP 6)	a. explore, prepare and seek educational and job opportunities (4.8)	2. Grade 9 Local Assessment a. Grade 9 Local Assessment

III. RISK ASSESSMENT AND REDUCTION---ASSESSMENT NOTES

A. Disease Prevention and Control
B. Injury Prevention and Safety
C. Tobacco, Alcohol and Other Drugs (TAOD)
D. Environmental Health

K-12 Content Overview

In order to lead healthy, active lives, individuals need to know how to assess and reduce their risks and to assume responsibility for their health and safety. Beyond accumulating facts and information, students need to use problem-solving and decision-making skills that will help them assess their own risks and to respond in health-enhancing ways when confronted with challenges to their health and safety. Therefore, the curriculum should provide students with opportunities to study accurate information about health threats and to explore risk reduction strategies in the areas of disease prevention and control, injury prevention and safety, tobacco, alcohol and other drug use (TAOD) and environmental health hazards.

In order to assess one's health hazards and to practice risk-reduction, students need an understanding of personal, social and environmental risks that reduce the ability to lead healthy, productive lives. Threats to health include uncontrollable risk factors such as heredity, age, race and gender. Risks that are a result of life-style decisions include smoking, lack of regular exercise, substance abuse, high fat, low fiber diets, etc.

Social risks include situations that promote conflicts and violence or safety issues involving strangers and potential danger.

One's immediate and global environment also can pose risks to present or long-term health. Individuals need an understanding of potential environmental health hazards so they can take an active role in environmental health protection both for themselves and for future generations.

III. RISK ASSESSMENT AND REDUCTION

A. Disease Prevention And Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Diseases can be categorized as communicable (transmitted to humans through some vehicle, e.g., person, air, water, insect, etc.) or non-communicable (not passed from person to person, e.g. cancer, heart disease, etc.). (HP 3)	a. organize information about basic diseases into communicable and non-communicable and describe the difference between the two (1.5) b. identify and describe basic causes, symptoms, treatments and management of common communicable diseases and health problems (1.5; 1.10; 4.4)	1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment
2. The body has ways to defend itself against disease. (HP 1)	a. identify the body's basic lines of defense, including skin, hairs in nasal passage, bronchi, stomach acid and white blood cells (1.5)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. There are certain conditions and behaviors that enhance both the growth and spread of germs. (HP 3)	a. draw conclusions about factors necessary for germs to grow (1.2)	3. Grade 5 State Assessment a. Grade 5 State Assessment
4. There are health behaviors and practices that can speed recovery, reduce diseases and prevent illness. Behaviors include good handwashing, covering mouth when sneezing, adequate rest, drinking plenty of fluids during illness, keeping immunizations up-to-date. (HP 2, 3)	a. identify and apply practices that reduce one's risk of communicable diseases and speeds recovery from illness (3.1;3.2;4.7)	4. Grade 5 State Assessment a. Grade 5 State Assessment
5. Early intervention and health practices can help to manage, reduce the risk or prevent non-communicable diseases. (HP 3)	a. determine cause and effect relationship between health behaviors and diseases on illness (1.6)	5. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. There are observable conditions in a safe home, school or neighborhood environment. (HP 5)	a. identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
2. There are ways to assess one's environment and to recognize the potential for danger in every-day situations, e.g., not wearing a seat belt, too many plugs in one outlet, telling a caller that parents are not home, etc. (HP 5)	a. identify potential risks in daily living and apply basic health and safety measures (4.7)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Basic first aid procedures and decision-making skills can help to protect one's safety and well-being, e.g., never taking another individual's medicine, running cool water over a first degree burn. (HP 2, 7)	a. demonstrate basic first aid procedures for handling childhood injuries, e.g. cuts, scrapes, first degree burns, etc. (1.10) b. select and apply first aid procedures to solve problems related to simple injuries, choking and weather emergencies, e.g., where to go in a storm. Verify whether a first aid solution addresses the problem to which it was applied (3.1; 3.2; 3.7)	3. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment
4. Individuals can reach emergency assistance by knowing the appropriate number to call (911 in most areas) and including pertinent information (who, what, where, how many, ask for assistance and hang-up last). (HP 7)	a. recognize problems in daily living situations that may require emergency assistance and select appropriate resources, including 911 call to solve the problem (3.2; 3.7)	4. Grade 5 State Assessment a. Grade 5 State Assessment

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III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. There are safe and unsafe substances that can be placed in the mouth. (HP 5)	a. identify substances that are safe and unsafe to be taken orally (1.10; 4.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. Medicines are used to treat an illness or to prevent health problems. Medicines should be taken under the supervision of an adult according to recommended guidelines. (HP 5)	a. identify the purpose of medicines and how they can be used safely (1.10; 4.7)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Tobacco, alcohol and other drugs (TAOD) can have dangerous effects on the body. (HP 5)	a. describe how TAOD can affect body systems (2.4; 3.5; 4.1)	3. Grade 5 State Assessment a. Grade 5 State Assessment
4. Tobacco contains nicotine which is an addictive drug. Smoking can affect not only the smoker but others exposed to second-hand smoke. (HP 5)	a. describe the effects of smoking including second-hand smoke (2.1, 2.4, 3.5, 4.1)	4. Grade 5 State Assessment a. Grade 5 State Assessment
5. Many factors, e.g., media, peers, self concepts, etc., influence decisions to use or abuse substances. (HP 5, 6)	a. evaluate how the media and other factors may influence one's perspective (1.7)	5. Grade 5 State Assessment a. Grade 5 State Assessment
NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc., are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.	b. describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol and other drug use (2.1)	b. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Student Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Air, land and water pollution plus exposure to sun and loud noises can affect one's health. (SC 4)	a. identify actual or potential risk factors within the home, school and community environment that can affect one's health, then establish goals and a plan to reduce personal risks, e.g., wearing sunscreen, keeping food refrigerated, having parent change furnace filter, etc. (3.1; 4.5)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. There are laws, regulations and community agencies that are designed to promote and protect community and environmental health. (SC 8)		2. Grade 5 State Assessment
3. Individual actions can do much to help preserve the environment and promote environmental health. (SC 4)	a. examine a common environmental problem, then discuss the effort made by individual agencies or the government to reduce or to prevent the problem (3.1; 3.7)	3. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Communicable diseases are caused by pathogens including bacteria virus, fungi and parasites. Communicable diseases include colds, influenza, strep-throat, HIV/AIDS, athlete's foot, ring worm, etc. (HP 3)	a. use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
2. Communicable diseases are transmitted through direct and indirect contact, water, air, vector or animal. (HP 3)	a. determine optimal conditions for growth of organisms (1.1)	2. Grade 9 Local Assessment a. Grade 5 State Assessment Grade 9 State Assessment
3. The body has several lines of defenses against communicable diseases. How the body defends itself is evident through the stages of disease progression. (HP 3)	a. outline the body's lines of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Non-communicable diseases are caused by heredity, life-style factors, auto-immune system problems and unknown reasons. Non-communicable diseases include heart disease, cancer, leukemia, arthritis, hyper-tension, multiple sclerosis, etc. (HP 1, 3)	a. locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder, etc. (1.4) b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)	4. Grade 5 State Assessment delete autoimmune system Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
5. Non-communicable diseases can impact on adolescents' physical, social, emotional growth, necessitating adaptation, understanding and management of the problem. (HP 1, 3)	a. identify non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on an adolescents physical, social and emotional growth (1.7; 3.1; 3.8)	5. Grade 9 State Assessment a. Grade 9 State Assessment
6. Learning the symptoms and causes of adolescent health problems can facilitate early diagnosis and treatment including self care and management. (HP 3)	a. identify adolescent health concerns and select appropriate strategies to solve or prevent problems, e.g., anorexia, bulimia, acne, scoliosis, etc. (3.1; 3.2; 3.3)	6. Grade 9 State Assessment a. Grade 9 State Assessment
7. Health behaviors practiced during adolescence can reduce the risk of disease formation or transmission. (HP 3, 5)	a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low- fat diet, avoiding congested malls during flu outbreaks (4.7)	7. Grade 9 State Assessment a. Grade 9 State Assessment
8. Public health agencies and government health departments help to reduce, control, monitor or prevent disease through research, education and enforcement of laws. (HP 3)	a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)	8. Grade 9 State Assessment a. Grade 9 State Assessment

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III. RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. There are ways to assess potential unsafe situations in their physical and social environment. (HP 3, 5)	a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
	b. recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6)	b. Grade 9 State Assessment
2. Sports-related injuries can be reduced or avoided through the use of appropriate safety equipment and first aid guidelines. (HP 2)	a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury (1.10; 4.1)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Basic first-aid techniques can help to save lives, reduce the severity of an injury and enhance recovery. (HP 7)	a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment
	b. demonstrate the Heimlich Maneuver and rescue breathing and other basic first-aid procedures (4.7)	b. Grade 9 Local Assessment

III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. The ways in which a drug affects the body are determined by the nature of the drug, how it enters the body and how it interacts with the body chemistry. (HP 1, 5)	a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into illegal or legal. (3.5; 4.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. TAOD can affect the healthy functioning of the nervous and reproductive systems as well as other systems previously studied. (HP 1, 5)	a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low-birth-weight babies (1.6; 1.7)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. The use of TAOD imposes personal health risks as well as family and societal problems. (HP 5)	a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Both smoked and smokeless forms of tobacco can cause serious health problems. (HP 5)	a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4.1)	4. Grade 9 State Assessment a. Grade 9 Local Assessment
5. There are guidelines and precautions for the use of over-the-counter and prescription drugs. (HP 5)	a. differentiate between over-the-counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	5. Grade 9 State Assessment a. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
6. Peers can have both a positive and negative influence on one's decisions regarding TAOD use. (HP 2, 5)	a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)	6. Grade 5 State Assessment a. Grade 5 State Assessment
7. Adolescents can find many healthy alternatives to tobacco, alcohol and other drug use. (HP 5) (NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc., are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this Framework.)	a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)	7. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. The environment impacts one's health and can cause or exacerbate specific conditions such as asthma, skin cancer, hearing loss, etc. (HP 3)	a. recognize existing and potential environmental health problems within one's community and address these problems through creative solutions and health advocacy (3.1; 3.2; 3.3)	1. Grade 5 State Assessment a. Grade 9 State Assessment
2. Overpopulation, overuse of resources and pollution can damage the environment and disrupt ecosystems. (SC 4)	a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Individuals and communities have the responsibility to protect and improve the environment in which they live. (SC 4)	a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7)	3. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Most communicable diseases have specific modes of transmission, require appropriate conditions for growth in the host, have an incubation period and respond in specific ways to current treatment methods. (HP 5)	a. analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
2. HIV/AIDS has personal, social and economic effects. (HP 5)	a. evaluate how HIV/AIDS affects an individuals personal, social and economic well-being (3.1)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Sexually Transmitted Diseases (STDs) have signs and symptoms that indicate abnormalities with the reproductive system. Some STDs have few signs and symptoms until the disease has progressed. (HP 5)	a. evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. STDs can cause permanent complications, not only for the reproductive system, but also other systems of the body. (HP 1, 3)	a. using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7)	4. Grade 9 State Assessment
5. Abstinence is the best method for preventing STDs and teen pregnancy. Other forms of contraception have varying degrees of effectiveness and side effects. (HP 5)	a. make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1)	5. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment
6. Self examination (breast in women, testicles in men) and being aware of cancer signs and symptoms aid in early detection and treatment. (HP 1, 5)	a. select and apply self-assessment techniques to improve early detection of diseases and treatment options, including breast and testicular examinations. (1.10; 4.7)	6. Grade 9 State Assessment a. Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
7. Routine physical examinations and tests, e.g., pap smears, mammograms, etc., are also important practices to reduce one's risk of problems related to cancer and other chronic diseases. (HP 5)	a. assess costs, benefits and consequences associated with self-examination (3.8)	7. Grade 9 State Assessment a. Grade 9 State Assessment
8. The scientific process can be used to design experiments and test hypothesis related to disease concepts, e.g., effectiveness of disinfectants on bacterial growth. (SC 7, HP 3)	a. conduct laboratory investigations to determine the effects controlled and variable conditions have on the growth of organisms (1.2)	8. Grade 9 Local Assessment a. Grade 9 Local Assessment
9. The Center for Disease Control (CDC) and local public health departments help to monitor and control disease. The CDC and the National Institute of Health (NIH) contribute to our understanding of diseases through longitudinal epidemiological studies, research and education. (HP 3)	a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4; 1.6) b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)	9. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment
10. Engaging in risk behaviors as a young adult can contribute to the development of chronic disease. (HP 3, 5)	a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	10. Grade 9 State Assessment a. Grade 9 State Assessment
11. Chronic diseases can be prevented or reduced through risk assessment, disease management and early treatment, and change in lifestyle. (HP 3, 5)	a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	11. Grade 9 State Assessment a. Grade 9 State Assessment
12. Disease prevention, diagnosis, and treatment throughout history contributes to our present understanding and treatment of diseases. (HP 3)	a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9; 1.10)	12. Grade 9 State Assessment a. Grade 9 State Assessment

III. RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Maturation experiences during adolescence brings the potential for new social problems that should be examined including strategies to prevent, manage or report concerns and receive treatment related to abuse, exploitation and harassment. (HP 5)	a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7) b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	1. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
2. Societal problems effecting teens includes rape, assault, homicide and other personal safety risks. Assessing, preventing or minimizing one's risks are important strategies to learn for self protection. (HP 5)	a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7) b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce one's risk (3.2; 3.3; 3.6; 4.1)	2. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment
3. CPR, the Heimlich Maneuver and methods to control bleeding are life-saving procedures that can reduce the risk of sudden death. (HP 7)	a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7) b. identify potential causes related to spinal cord injuries and demonstrate appropriate first-aid procedures for handling such injuries (3.1; 4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
4. There are first-aid procedures and preventive practices for handling weather-related emergencies including hypothermia, frostbite, heat exhaustion and heat stroke. (HP 7)	a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied. (3.5; 3.7; 3.8)	4. Grade 9 State Assessment a. Grade 9 State Assessment
5. There are ways to successfully assess and treat a variety of first-aid emergencies including sports injuries, exercise-induced problems and indoor/outdoor emergencies, e.g., inhalation, poisoning, bee stings, snake bites, near-drowning, etc. (HP 7)	a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2; 3.3)	5. Grade 9 State Assessment a. Grade 9 State Assessment

III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Tobacco, alcohol, and other drug use and abuse poses a large personal, social and economic threat to our society. (HP 5)	a. make informed decisions regarding the use of alcohol based on knowledge of its short and long term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment
	b. identify, analyze and evaluate a drug related issue or problem, and predict long term consequences (1.6; 4.3)	b. Grade 9 State Assessment
2. There are ways to assess one's risk of chemical dependency and to find help if TAOD use/abuse is a problem. (HP 5)	a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Anabolic steroids (drugs used by individuals to develop muscles and body strength) can cause severe damage to the liver and heart as well as other organs of the body. (HP 5)	a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.1;4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Drugs taken during pregnancy may pass into the fetus's bloodstream, causing the child to be born with deformities, retardation, and learning disabilities. (HP 5)	a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3)	4. Grade 9 State Assessment
5. Alcohol progressively affects areas of the brain inhibiting other bodily functions and causing changes in mood, thought processes, mental ability, coordination and reaction time. (HP 5)	a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6)	5. Grade 9 State Assessment a. Grade 9 State Assessment
6. Individual responsibility, health promotion and alternatives to the use of chemical substances can help to promote individual family and community health. (HP 2, 5)	a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6)	6. Grade 9 Local Assessment a. Grade 9 Local Assessment

III. RISK ASSESSMENT AND REDUCTION
D. Environmental Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations and health advocacy for the monitoring, reporting and prevention of potential environmental hazards. (SC 8)	a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2; 4.3) b. apply aesthetic consideration when addressing environmental health issues (1.10; 4.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment
2. Destruction of the ozone layer and global warming affect the health of individuals on a worldwide scale. (SC 7)	a. assess environmental health risks in one's community and in the work-place. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2) b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1.10)	2. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 State Assessment

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IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE---ASSESSMENT NOTES

A. Fundamental Movement Skills and Games (K-8)
B. Sport Skills and Life-time Activities (4-12)
C. Rhythms and Dance (K-12)
D. Principles of Human Movement (K-12)

K-12 Content Overview

The development of the physically educated person is the primary goal of a quality physical education program. The physically educated person (1) has learned skills necessary to perform a variety of physical activities, (2) is physically fit (3) does participate regularly in physical activity (4) knows the implications of and the benefits from involvement in physical activities and (4) values physical activity and its contribution to a healthful lifestyle.

Providing opportunities for children to develop proficiency in human movement and performance is the responsibility of every school. Physical education curricula has the primary responsibility for preparing children and youth to learn fundamental movement skills and games, sport skills and life-time activities, rhythms and dance, and the principles of human movement. A knowledge of the efficiency of human movement and performance leads to an understanding of how and why one should develop a healthy, active lifestyle.

The school plays a vital role in teaching children the importance of engaging in a healthy, active lifestyle. The curricula should not only stress the importance of physical activity but also promote social, mental, and emotional development in order to obtain optimal health and well-being. Students should have the opportunity to participate in and understand the importance of physical activity for enjoyment, fitness improvement, skill development and social development.

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Fundamental skills are divided into three categories: locomotor, non-locomotor and manipulative. (HP 4)	a. demonstrate mature form in all locomotor patterns and selected non-locomotor and manipulative skills (1.10)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
2. Balance is a complex part of physical activity. Balance is static and dynamic and reflects the ability to maintain equilibrium in relation to the force of gravity. (HP 4)	a. demonstrate balance and control on a variety of body parts and objects through developmentally appropriate activities (1.10)	2. Grade 5 Local Assessment a. Grade 5 Local Assessment
3. Knowledge of the physical self is developed through identification of external body parts. (HP 1, 4)	a. organize information about major external body parts to demonstrate understanding of their location (1.8)	3. Grade 5 State Assessment a. Grade 5 Local Assessment
4. Specific concepts, (i.e., spatial awareness and body awareness) and skills, (i.e., catching, throwing, and kicking) in the primary grades are the foundation for a broad spectrum of sport and physical activities. Competence in the basic movement forms leads to skill mastery and to combinations of skills at intermediate and upper elementary grades. (HP 1, 4)	a. demonstrate developmentally appropriate competence in combinations of fundamental skills performed individually and with others (1.10) b. acquire beginning skills of a few specialized movement forms (1.10)	4. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment
5. Games are for enjoyment while allowing for the application of movement and promoting socialization. (HP 4)	a. demonstrate motor skills and knowledge of the rules when participating in low-organized games (1.10) b. cooperate effectively with a partner and a group to accomplish an assigned task during games and activities (4.6)	5. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

B. Sports Skills and Life-time Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade four, all students should know that	*By the end of grade 4, all students should be able to*	
1. Emphasis of instruction should be on fundamental skill development and activities. (HP 4)	a. demonstrate competence in a variety of fundamental skills and a few selected sport skills (1.10)	1. No Assessment a. Grade 5 Local Assessment
	b. demonstrate proficiency in the application of movement knowledge and social skills in a variety of low-organized and lead-up games (1.1)	b. Grade 5 Local Assessment
2. Some specialized skills basic to a movement form are acquired and used individually as well as with a partner, (i.e., soccer dribble, basketball chest pass, etc.). (HP 4)	a. display basic skills and safety procedures when participating in an outdoor pursuit (4.7)	2. No Assessment a. Grade 5 Local Assessment
	b. demonstrate competence in basic swimming strokes and survival skills in, on and around the water (4.7)	b. Grade 5 Local Assessment
3. Progression moves from simple skills and combinations to the skill combinations and specialized skills needed for dynamic game-like situations and group participation. (HP 4)	a. cooperate effectively with partners and small groups to accomplish an assigned task or achieve a goal (4.5; 4.6)	3. No Assessment a. Grade 5 Local Assessment
	b. demonstrate competence in stunts and tumbling activities through animal movements, tumbling and inverted balances; balance individual, partner and group stunts; and partner support stunts (1.10)	b. Grade 5 Local Assessment
	c. use technological tools and other resources to locate, select, and organize information (1.4)	c. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Music has essential characteristics that can be recognized and understood. These characteristics include tempo, beat, meter, measure, intensity, mood, accent, phrase rhythm pattern and underlying beat. (FA 1)	a. identify, apply and respond to terms which apply to music and dance (1.10)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
2. Dance is an art form as well as a social activity. The historical and cultural origins of dance help to better understand individuals of different cultures. (FA 2)	a. identify the historical and cultural origin of dances (1.10) b. demonstrate step patterns, positions and formations common to a variety of dances (1.10)	2. Grade 5 State Assessment a. Grade 5 Local assessment b. Grade 5 Local assessment
3. Rhythm and dance activities allow for creativity, self-expression and development of fundamental movement skills. (FA 1, HP 4)	a. perform rhythmic routines using fundamental movement skills and/or manipulatives (2.5) b. participate in creative dance activities demonstrating dramatization, imitation, interpretation and improvisation (1.10) c. demonstrate competence in dance and rhythms activities using multiple sources of information (1.10)	3. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. There are two major components of motor skill development, skill techniques and movement concepts, which are important as a primary student. Skill techniques including critical elements and refining skill through practice are important in the intermediate grades. (HP 4)	a. identify and apply critical elements to improve personal performance in fundamental and selected specialized skills (1.10) b. use critical elements of fundamental and specialized skills to provide feedback to others (2.3) c. demonstrate progress as a result of practice (1.10)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment
2. Movement concepts are divided into four categories: (1) body awareness (2) space awareness (3) qualities of movement (time or speed, force and flow) and (4) relationships (among body parts, with objects and/or people). (HP 1, 4)	a. apply movement concepts to movement combinations and basic skills (1.10)	2. Grade 5 State Assessment a. Grade 5 Local Assessment
3. The effective performance of movement skills requires an understanding of mechanical principles, i.e., stability, force, leverage and motion and direction. (HP 4)	a. recognize and apply mechanical principles that impact the quality of movement principles (1.10)	3. Grade 5 State Assessment a. Grade 5 State Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
4. Exploratory activities are intended to help children understand how their bodies move and allow them to experiment with movement. (HP 4)	a. identify and respond appropriately to information from multiple sources to explore and improve skills, e.g., tactile, auditory, visual and kinesthetic (1.5)	4. Grade 5 Local Assessment a. Grade 5 Local Assessment
5. The musculature involved in correct posture must be balanced to hold the bones and joints properly in place. (HP 1, 4)	a. identify correct posture when standing, walking, sitting and lying (1.10) b. evaluate the major types of joints found in the human body and the action they perform (1.6)	5. Grade 5 Local Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment

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IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE
A. Fundamental Movement Skills and Games

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. The development of their fundamental skills allows for a competent level of participation in cooperative and competitive games. (HP 4)	a. combine locomotor, non-locomotor and manipulative skills in sequences of specific movement forms (1.10) b. detect, analyze, and correct errors in personal movement patterns (1.6) c. using mature motor patterns, combine movement skills and concepts effectively in a variety of games and activities (1.10)	1. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment
2. Games present an opportunity to participate in enjoyable activities while developing physical skills as well as social skills, e.g., cooperation, competition and sportsmanship. Games beginning in the intermediate grades are divided into two categories: low organization games and sport lead-up games. (HP 4)	a. engage in activities that provide for challenge, problem solving, decision making and risk-taking (4.7)	2. Grade 5 State Assessment a. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

B. Sports Skills and Life-Time Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Sports and life-time activities involves understanding the history, rules, strategies, safety principles and skill development in modified versions of team and individual sports, dual sports, aquatics and outdoor education. (HP 4)	a. demonstrate application of terminology, scoring, rules of play, skill-techniques, etiquette, safety principles and basic intermediate game strategies for the sport units covered in the instructional program (1.10) b. analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports (1.10) c. discover the history and role of games, sports and dance in getting to know and understand people of diverse cultures (1.6)	1. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment c. Grade 9 Local Assessment
2. The development and practice of skills is essential to individual enjoyment and participation in physical activities. (HP 4)	a. consistently demonstrate basic to intermediate competence in a variety of activities to include individual and team sports, outdoor pursuit skills, aquatics and gymnastics (1.10) b. use technological tools and other resources to locate, select and organize information (1.4)	2. Grade 5 State Assessment a. Grade 9 State Assessment b. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. The historical and cultural study of dance offers the opportunity to actively participate in learning while developing social, dance and rhythm skills. (FA 5)	a. discuss cultural and historical context of at least one dance currently danced in the community (2.3)	1. Grade 5 State Assessment a. Grade 5 Local Assessment
	b. design and perform rhythm and dance activities that combine locomotor and non-locomotor movements into smooth flowing sequences with intentional changes in direction, speed and flow (2.5)	b. Grade 5 Local Assessment c. Grade 5 Local Assessment
	c. demonstrate appropriate social skills necessary to participating in dance activities, including etiquette and courtesies appropriate to various dance forms (1.10)	d. Grade 5 Local Assessment
	d. competently perform dances from various cultures and describe similarities and differences in patterns, positions and steps (2.5)	
2. Self expression and creativity continue to be developed by studying the aesthetics and choreography of dance. (FA 1)	a. recognize the aesthetic and creative aspects of dance performance (1.9)	2. Grade 9 Local Assessment a. Grade 9 Local Assessment
	b. discover, evaluate and discuss how dance is different from other forms of human movement (1.6)	b. Grade 9 Local Assessment
	c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4)	c. Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
3. Dance is both a fitness and life-time activity. Dance improves cardiovascular endurance, coordination, flexibility, kinesthetic awareness, muscular endurance and muscular strength. (HP 4, FA 2)	a. demonstrate how dance can improve individual fitness (1.10)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. The skills developed in fundamental rhythms lay the foundation for developing more precise dance skills of folk, social and square dance as well as creative dances. (HP 4)	a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line, etc. (2.5)	4. Grade 5 State Assessment a. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. To effectively improve performance, the critical elements involved in a skill must be understood and applied. (HP 4)	a. identify and apply critical elements to improve performance in selected skills (1.10)	1. Grade 5 State Assessment Grade 9 State Assessment
	b. identify the characteristics of highly skilled performances in a few movement forms (1.10)	a. Grade 5 State Assessment Grade 9 State Assessment b. Grade 9 Local Assessment
2. Skill is developed through constantly well-guided and informative practice. However, practice alone is not sufficient for improvement. Feedback or knowledge of results must also be communicated for correct skill acquisition to occur. (HP 4)	a. recognize and apply principles of motor learning, i.e., transfer of learning (1.10)	2. Grade 5 State Assessment Grade 9 State Assessment
	b. detect, analyze and correct errors in personal movement patterns through self-evaluation and peer/teacher feedback (4.5)	a. Grade 9 State Assessment b. Grade 9 Local Assessment
3. Improvement of skill and performance can be achieved by applying biomechanical and physiological principles to physical activity. (HP 4)	a. recognize and apply biomechanical principles that impact the quality of movement, i.e., Newton's laws of motion, spin, rotation and torque (1.10)	3. Grade 9 State Assessment a. Grade 9 State Assessment
	b. discover, evaluate and explain how growth in height and weight influences the mechanical nature of performance in physical activities (1.6)	b. Grade 9 State Assessment
	c. identify isometric, isotonic and isokinetic exercises and relate each to efficient development of muscular strength and endurance (1.6)	c. Grade 9 State Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

Due to the progression of curriculum development, fundamental movement skills and games should be provided to students from kindergarten through eighth grade and should not be addressed at the high school unless the skill level in these areas necessitates it.

B. Sports and Lifetime Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Sports and lifetime activities involve cognitive understanding of the history, rules, strategies, safety principles and skill technique that pertain to team sports, individual sports, dual sports, aquatics, gymnastics and outdoor pursuits. (HP 4)	a. demonstrate consistently the application of sports terms, scoring, etiquette and rules of play, skill techniques, safety principles, intermediate to advanced game strategies for sport units covered in the instructional program (1.10) b. recognize the influences of participation in sports on developing appreciation of cultural, ethnic, gender, and physical diversity (1.6)	1. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment
2. The principles of human movement play an important role in the improvement of individual sports skills. (HP 4)	a. consistently demonstrate intermediate to advanced competence in a variety of activities to include individual/dual and team sports, outdoor pursuit skills, aquatics and gymnastics (1.10) b. independently apply advanced skill-specific information for a self-selected activity (1.10)	2. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
3. Cooperating and meeting with others of varying abilities provides enjoyment and encourages regular physical activity which leads to a healthy lifestyle. (HP 2)	a. recognize that physical activity can provide opportunities for positive social interaction (1.6) b. work as individuals and collaborate with others to accomplish tasks or reach goals when in competitive physical activities (4.6) c. identify participation factors such as risk and safety factors, personal characteristics, performance styles and activity preferences that contribute to enjoyment and self-expression throughout the life-cycle (4.1)	3. Grade 9 Local Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment c. Grade 9 State Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. The historical significance of dance provides social, historical, cultural and political meaning unique to each culture. (FA 5)	a. analyze and evaluate the relationship of dance to the development of culture (1.6)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
2. Rhythm and dance skills, as with any physical skill, are refined through practice and self-evaluation. (HP 4, FA 1)	a. perform, produce and evaluate a variety of dances which represent different cultural backgrounds (1.9; 2.5) b. perform basic skills and demonstrate social etiquette in many dance forms and refine these skills through practice, self-evaluation and correction, e.g., social contemporary, jazz, aerobic, folk, square (1.10)	2. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
3. Dance is a movement experience that provides social and recreational activity for a lifetime. (HP 4)	a. demonstrate dance and rhythmic activities that use a variety of equipment to communicate ideas and develop various components of fitness (1.10; 2.1) b. discuss the recreational and social aspects of dance (2.1; 2.3; 2.4)	3. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 State Assessment

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IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should be able to*	
1. Since the human body is a system of weights and levers, its efficiency and effectiveness at rest or in motion can be improved by the application of sound mechanical and anatomical principles. (HP 4)	a. critically evaluate the acquisition, execution and continued improvement of skilled physical performances in a variety of complex activities (1.6)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
	b. analyze how the bones, joints and muscles of the human body work as anatomic levers (3.5)	b. Grade 9 State Assessment
2. Equilibrium, motion, force and Newton's laws constitute the basic principle of mechanics related to the fundamentals of physical activity. (HP 4, SC 2)	a. apply the processes and knowledge learned from scientific principles to gain more efficient use of the body in daily activities, e.g., lifting, and reduce injury (1.10)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. The ability to independently learn, self assess and improve movement skills is achieved by applying principles of biomechanics and exercise physiology to practice and perform. (HP 4)	a. apply the processes and knowledge learned from scientific principles to develop effective practice procedures in order to ensure proficient performance in self-selected activities (1.10)	3. Grade 9 State Assessment a. Grade 9 State Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS---ASSESSMENT NOTES

A. Personal Fitness/Wellness
B. Responsible Personal and Social Behavior in Physical Activity Settings
C. Injury Prevention/Treatment and Rehabilitation

K-12 Content Overview

Physical activity is an integral part of a multifaceted wellness lifestyle. Regular participation in physical activity has far reaching effects upon the quality and quantity of life. Scientific studies indicate there are significant differences in the health status of individuals who are active versus those who have a sedentary lifestyle. Schools can assist students to gain an understanding of the importance of developing and maintaining optimum fitness. Instruction in the principles of physical fitness will address the issues of frequency, intensity and time (FIT) types of physical activity and their effects on the body as well as designing and implementing personal fitness plans. Learning safe and appropriate warm-up and cool-down activities in order to prevent injuries is also an important topic to be addressed.

Students develop appropriate and responsible personal and social behaviors by working independently and with others during planned physical activity. Students learn that effective group work depends on cooperation and fair competition. They also learn to assess situations and to identify and solve problems. Students learn to respect others and appreciate the diversity of our society. The acquisition of positive social skills also contributes to the mental health and well-being of each student by combating risk factors for substance abuse and other social problems.

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
A. Personal Fitness/Wellness

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Gaining basic knowledge of the components of health-related fitness is essential to understanding that exercise contributes to good health. (HP 4)	a. identify the components of health-related fitness and relate their importance to individual well-being (4.1) b. differentiate between aerobic and anaerobic exercises when performing individual routines (1.6) c. select and participate regularly in physical activities for the purpose of improving skills and health (4.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment c. Grade 5 Local Assessment
2. Learning the internal and external body parts and their relationship to developing a healthy body helps in understanding their physical self. (HP 1)	a. identify the major structures and functions of the circulatory, respiratory, muscular and skeletal systems and relate them to the development of a healthy body (1.6)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. There are physiological signs associated with engagement in rigorous physical activity. (HP 1, 4)	a. use technological tools and other resources to locate, select and organize information (1.4) b. recognize the physiological indicators that accompany moderate and vigorous physical activity (1.10)	3. Grade 5 State Assessment a. Grade 5 Local assessment b. Grade 5 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
4. Health-related fitness testing is conducted for personal fitness assessment. (HP 4)	a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7) b. associate results of fitness testing to health status and the ability to perform various activities (1.6)	4. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 State Assessment
5. Stress is present in many forms at all developmental levels and effective coping and management skills must be learned. (HP 2)	a. recognize ways to manage common sources of stress (4.7)	5. Grade 5 State Assessment a. Grade 5 State Assessment
6. Wellness is developing a positive attitude and quality of life that involves proper diet, exercise, time for recreation, time for work and time for family. (HP 2)	a. use technological tools and other resources to locate, select and organize information (1.4) b. explain the role of nutrition and physical fitness in the maintenance of optimal health (2.1) c. recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)	6. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 State Assessment c. Grade 5 State Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Responsible behavior centers around the development of personal and social responsibility, and acceptable behaviors for physical activity settings can be learned and utilized. (HP 2, 4)	a. work independently and on task for short periods of time and exhibit appropriate behavior in a variety of settings (4.3) b. work cooperatively and productively with a partner or small group to achieve group goals (4.6)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment
2. The purposes for activity, specific safe practices, rules, procedures and etiquette should be identified and followed with few reminders. (HP 4)	a. recognize safety principles and etiquette in activity situations, considering self and others (4.7) b. differentiate between courageous and reckless acts (3.1)	2. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 Local Assessment
3. Physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction. (HP 4)	a. use physical activity as a means of self-expression and enjoy interaction with friends and family members (4.7) b. willingly try new activities to refine skills through self-motivated practice (4.7)	3. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment
4. Developing an understanding and respect for differences among people is an integral part of participation in physical activity. (HP 4)	a. recognize the attributes that individuals with differences can bring to group activities, i.e., cultural, ethnic, etc. (2.3)	4. Grade 5 State Assessment a. Grade 5 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 4, all students should know that	*By the end of grade 4, all students should be able to*	
1. Prevention techniques for exercise-related injuries include warm-up, stretching, conditioning and cool down; the use of protector gear; use of proper technique in skill performance; and the implementation of safety practices. (HP 4)	a. distinguish between the terms warm-up, cool-down, stretching and conditioning (1.6) b. recognize appropriate warm-up, cool-down and flexibility activities and importance of each to injury prevention (1.6) c. demonstrate a variety of flexibility, warm-up, cool-down, and conditioning activities (1.10) d. discuss the importance of safety in all activities in relation to environmental conditions, proper technique and the use of protective gear (1.10)	1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment c. Grade 5 Local Assessment d. Grade 5 State Assessment
2. Prevention and treatment techniques involve identifying safe and potentially unsafe situations, developing a competent skill level to allow for safe participation, and being able to provide appropriate assistance in an emergency, such as calling 911. (HP 7)	a. recognize health enhancing behaviors which reduce health risks (4.7) b. use technological tools and other resources to locate, select and organize information (1.4)	2. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
A. Personal Fitness & Wellness

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 4, all students should be able to*	
1. Health-related fitness includes muscular strength, endurance, body composition, flexibility and cardiovascular fitness. (HP 4)	a. differentiate between activities that will improve skill-related components versus those that will improve health related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10)	1. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment (health-related components only) Grade 9 State Assessment
	b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)	b. Grade 9 State Assessment
2. Skill-related fitness includes coordination, agility, balance, power, speed and reaction time. (HP 4)		2. Grade 9 State Assessment
3. Principles of exercise play a vital role in establishing personal fitness goals. (HP 4)	a. define the acronym FIT and the principles of overload, progression and specifically as they relate to exercise (1.10)	3. Grade 9 State Assessment a. Grade 9 State Assessment
	b. use technological tools to locate, select and organize information (1.4)	b. Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 4, all students should be able to*	
4. Health-related fitness tests are administered to; assess personal fitness levels, set personal goals and develop plans for self-improvement. (HP 2, 4)	a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)	4. Grade 5 State Assessment Grade 9 State Assessment
	b. recognize the relationship of regular exercise to the development of the individual (1.6)	a. Grade 5 Local Assessment Grade 9 Local Assessment
	c. use technological tools and other resources to locate, select and organize information. (1.4)	b. Grade 5 State Assessment Grade 9 State Assessment
		c. Grade 5 Local Assessment Grade 9 Local Assessment
5. Stress is a physiologic and mental response to a stressor. The problem is not stress itself, but how we react to it. Understanding the role of stress management, assist the individual in maintaining health and achieving optimal performance. (HP 2)	a. recognize skills necessary to reduce and manage stress (4.7)	5. Grade 5 State Assessment a. Grade 9 State Assessment
6. Wellness refers to the development of the total individual. Social, emotional, physical and mental needs of the individual are important to total wellness (HP 2)	a. identify and evaluate responsible decision-making behaviors as they affect wellness (4.1; 4.7)	6. Grade 5 State Assessment Grade 9 State Assessment
	b. identify benefits resulting from participation in different forms of physical activities (3.8)	a. Grade 5 State Assessment Grade 9 State Assessment
	c. determine the relationship between nutrition, exercise and weight control (1.6)	b. Grade 5 State Assessment Grade 9 State Assessment
	d. use technological tools and other resources to locate, select and organize information. (1.4)	c. Grade 5 State Assessment Grade 9 State Assessment
		d. Grade 5 Local Assessment Grade 9 Local Assessment

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V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
B. Responsible Personal and Social Behavior In Physical Activity Settings

What All Students Should Know	What All Students Should Know	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
1. Seeking independence from adults, appropriately solving conflicts and understanding the need for rules, safe practices, and ethical behavior are all a part of responsible personal and social behavior. (HP 2)	a. demonstrate and show support of decisions made by game officials whether they are students, teachers or officials outside of school (2.3)	1. Grade 5 State Assessment Grade 9 State Assessment
		a. Grade 5 State Assessment Grade 9 State Assessment
	b. describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3)	b. Grade 5 State Assessment Grade 9 State Assessment
	c. distinguish between compliance and non-compliance of game rules (1.10; 4.3)	c. Grade 5 Local Assessment Grade 9 Local Assessment
	d. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6)	d. Grade 5 Local Assessment Grade 9 Local Assessment
2. Physical activities build social skills, confidence, provide challenge and serve as a vehicle for self-expression. Each individual should enjoy being physically active. (HP 4)	a. engage in activities that provide for challenge, problem solving and decision making (4.7)	2. Grade 5 Local Assessment Grade 9 Local Assessment
		a. Grade 5 Local Assessment Grade 9 Local Assessment
	b. recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3)	b. Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Know	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all students should be able to*	
3. Gaining an awareness and understanding of similarities and differences among cultures, as well as individuals, helps create inclusion of all people in the physical activity setting. (HP 2)	a. demonstrate knowledge of similarities and differences in people of various ages, gender, and abilities and the cultural significance they contribute to various games, dances and physical activities (1.10)	3. Grade 5 State Assessment Grade 9 State Assessment
		a. Grade 5 State Assessment Grade 9 State Assessment
	b. acknowledge and support physical and performance limitations of self and others (4.1)	b. Grade 5 State Assessment Grade 9 State Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 8, all students should know that	*By the end of grade 8, all student should be able to*	
1. Most of the injuries associated with exercise are avoidable. Knowing proper clothing and equipment, safety guidelines and correct technique will lead to a more enjoyable and injury-free activity. (HP 4)	a. describe effective injury prevention practices before, during and after activity (4.7)	1. Grade 5 State Assessment Grade 9 State Assessment
	b. recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10)	a. Grade 5 State Assessment Grade 9 State Assessment
	c. discuss the exercise guidelines pertinent to environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10)	b. Grade 5 State Assessment Grade 9 State Assessment
	d. discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10)	c. Grade 9 State Assessment d. Grade 5 State Assessment
	e. identify the myths and facts of exercise, including activity, equipment and products (3.1)	e. Grade 9 Local Assessment
2. When exercise-related injuries do occur, knowing how to identify and appropriately treat them speeds recovery and returns the individual to activity as soon as possible. (HP 4)	a. identify common exercise related injuries (strain, sprain, blisters) and the appropriate treatment (3.1)	2. Grade 9 State Assessment a. Grade 9 State Assessment
	b. use technological tools and other resources to locate, select and organize information (1.4)	b. Grade 9 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
A. Personal Fitness & Wellness

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all student should be able to*	
1. Healthy choices and decisions regarding sports and lifetime activities require analysis and comparison of health, skill and fitness benefits derived from a variety of activities. (HP 2)	a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. Assessment of current fitness levels, establishing, monitoring and adjusting fitness goals and development and implementation of a personal fitness plan to meet current and future needs is necessary for the maintenance of personal fitness. (HP 2, 4)	a. using a health-related fitness test to assess personal fitness levels, set fitness goals and develop a plan for self-improvement. Continue assessment periodically to guide changes in the physical activity program (4.5)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. To acquire fitness for life, development of the desire to participate in daily fitness activities must occur. (HP 4)	a. participate regularly in health enhancing fitness activities independent of teaching mandates (4.7) b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7)	3. Grade 9 Local Assessment a. Grade 9 Local Assessment b. Grade 9 Local assessment

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What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all student should be able to*	
4. Basic physiological principles related to exercise enhance the development of personal fitness and should be included when designing fitness plans. (HP 1, 3, 4)	a. apply the acronym FIT (Frequency, Intensity, Time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)	4. Grade 9 State Assessment a. Grade 9 State Assessment
5. Wellness refers to the quality of life involving the interactions of the physical, intellectual, emotional, social, and vocational dimensions of the individual. (HP 1, 4)	a. identify both short and long term effects of stress upon the individual (3.1) b. participate in a variety of self-selected activities that aid in stress management (4.7) c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (3.7) d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)	5. Grade 9 State Assessment a. Grade 9 state Assessment b. Grade 9 State Assessment c. Grade 9 State Assessment d. Grade 9 State Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all students should know that*	
1. Safety practices, rules and etiquette for various physical activities in both group and individual settings is essential in developing responsible personal and social behavior. (HP 4)	a. independently create a safe environment for skill practice (1.10) b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3)	1. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
2. Problem-solving and decision-making are essential components of social responsibility in physical activities. Decisions regarding social relationships are made based on personal choices but may impact others. (HP 2, 4)	a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (4.7) b. compare and contrast, individually and collaboratively, how attitudes, actions, and personal choice can affect oneself, family members, and others (1.1)	2. Grade 9 Local Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
3. Participation in physical activity fosters appreciation of cultural, ethic, gender, and physical diversity. Strategies for including others from diverse backgrounds and those with physical diversities should be utilized in activity selection throughout the lifespan. (HP 4)	a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2)	3. Grade 9 Local assessment a. Grade 9 Local Assessment

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V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	*By the end of grade 12, all student should be able to*	
1. Exercise related injuries can be reduced if prevention strategies such as warm-up and cool-down, proper skill technique, use of protective equipment and proper conditioning are employed. The ability to discern between myth and fact are also important injury prevention strategies. (HP 4)	a. use proper injury prevention techniques during practice and game play (4.7) b. gain an understanding of exercise related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10)	1. Grade 9 Local Assessment a. Grade 9 Local Assessment b. Grade 9 State Assessment
2. Proper treatment for exercise related injury aids in recovery rate for return to exercise. Administering emergency treatment to others such as basic first aid and CPR is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary. (HP 4, 7)	a. distinguish between life-threatening and non-life threatening injuries and when to seek medical attention (1.10) b. demonstrate competence in basic first aid and CPR (4.7)	2. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment
3. Rehabilitation for an exercise related injury is paramount for an efficient recovery and return to exercise. Regaining range of motion, strength and coordination and sports specific movement are included in the hierarchy of rehabilitation. (HP 4)	a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10)	3. Grade 9 State Assessment a. Grade 9 State Assessment